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ABSTRACT

Drug abuse in schools, and to a lesser extent, alcohol and tobacco abuse are the topics of this paper. The paper is divided into the following sections: (1) prevalence of drug abuse; (2) student attitudes and beliefs; (3) drug laws and school rules; (4) student searches and drug testing; (5) drug epidemic reaches very young; (6) tobacco abuse; (7) alcohol abuse; (8) marijuana abuse; (9) related problems; (10) the war against drugs; (11) drug abuse prevention strategies; and (12) drug abuse intervention strategies. Within the discussion of these topics are statistics and quotations from experts, researchers, newspapers, journals, agencies, and government officials. A list and description of drug and alcohol abuse prevention programs operating in schools is provided. Lists of relevant drug and alcohol abuse literature, toll-free telephone help lines, and national organizations (with addresses) which can provide assistance with drug and alcohol intervention projects are included. (ABL)

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DRUG TRAFFIC AND ABUSE IN SCHOOLS

NSSC RESOURCE PAPER

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DRUG TRAFFIC AND ABUSE IN SCHOOLS

The vicious slaying of a New York youth; the senseless death of a small town high school athlete; the scandal of serious criminal charges against young residents from upstanding, affluent families of Scottsdale, Arizona -- besides having made the headlines, a common bond of these stories is that each was the result of the drug and alcohol abuse problem that has spread throughout the country.

Substance abuse knows no bounds -- from a rural community in Oregon to an affluent Connecticut suburb, to an inner-city neighborhood in Los Angeles, Chicago or any of the nation's metropolitan areas. No one is immune and the education, health and future of our children stand to suffer most as a consequence of this national epidemic.

"Partying" is a popular pastime in nearly every junior and senior high school in the nation, but innocent games and "spiked" fruit punch of long ago have been replaced at many of today's parties with drugs, alcohol and tobacco which have become an integral part of many teenagers' social lives.

Whether the social lives of our youth include membership in country clubs, high school athletic teams or satanic cults, drugs or alcohol are likely to be close by.

* Gary Lauwers, 17, of the New York community of Northport was mutilated then ritually stabbed to death in the summer of 1984. "Police later found that both the youth and his accused killers belonged to a satanic cult that made heavy use of a powerful drug originally devised as an animal tranquilizer," read an article in U.S. News & World Report. The drug was Phencyclidine, known as PCP and "angel dust."

* Eugene Hoagler, 16, attended high school in the small northern California town of Covelo. He was a "B" student and on the school basketball team. He also played the dangerous game of chug-a-lug. Hoagler died after chugging straight shots of alcohol following a basketball game in December.

* The upscale Phoenix suburb of Scottsdale was the site of a large cocaine bust in October when law enforcement officials came down on 84 young adults. More than one-third of those accused had attended the local prestigious Chaparral High School. Law enforcement officials claimed current students were among the dealers' best customers, according to a report by Newsweek. One 19-year old Chaparral dropout was allegedly responsible for more than $14 million in annual sales.

It is no longer realistic to believe that drug users and dealers are the sleazy bunch of characters who inhabit dirty streets and

alleys in the "bad" part of town. Alcohol and drug abuse and trafficking are a part of life for the boy next door, the girl down the street and many kids at the neighborhood school.

Efforts to fight drug problems at the high school level sometimes include establishing a closed campus to keep students from using drugs between classes off campus and to guard against outsiders who sell drugs on school grounds. While this may be an effective step in fighting the problem at some schools, others find drug trafficking has developed within the ranks of their own student body. Drugs cost money and selling is common for many young drug users who turn to stealing, prostitution or dealing to support their habit. Consequently, the boy next door may not only be doing drugs, he may also be the dealer providing others with drugs.

PREVALENCE OF DRUG ABUSE

The latest national survey of high school seniors by the University of Michigan's Institute for Social Research shows that:

* Nearly two-thirds of America's teenagers have used drugs at least once before they finish high school.

* About 40 percent used drugs other than marijuana.

* Nine out of 10 seniors reported having experienced alcohol.

* One in five high school seniors is currently a daily smoker with more than half of them going through at least half a pack of cigarettes daily.

* Currently marijuana is the most widely used illicit drug with 55 percent of students surveyed reporting some use in their lifetime.

The findings come from an ongoing national research and reporting program entitled "Monitoring the Future: A Continuing Study of the Lifestyles and Values of Youth," funded primarily by the National Institute on Drug Abuse.

The 1985 study shows a five-year decline in drug and alcohol use appears to be coming to an end. The findings indicate improvements in recent years cannot be taken for granted.

Lloyd Johnston, director of the Michigan study, says the "fitness craze" that swept the United States in recent years contributed to reduced use of drugs, cigarettes and alcohol, "but that may have run its course and may help explain why there is a leveling off."

While the use of some drugs is neither getting better nor worse, the use of cocaine increased dramatically with 17.3 percent of

seniors reporting they used it at least once. There were slight increases in the use of inhalants and PCP (Phencyclidine).

Says Johnston, "The rates of illicit drug use which exist among American young people today are still troublesomely high and certainly remain higher than in any other industrial nation in the world. Add to that the fact that the use of one of the most dependence-producing substances known to man -- cocaine -- is once again increasing and you have grounds for real concern."

Teenagers say drug abuse is the biggest problem they face, with alcohol abuse ranking second and unemployment third as the leading causes of concern, according to the 1984 Gallup Youth Survey. Concern about drugs has risen from 27 percent in 1977, when teenagers named it as the number one problem facing their generation, to 40 percent today.

Drug use was the second most frequently mentioned problem in the most recent "Gallup Poll of the Public's Attitude Toward Public Schools." Nearly 20 percent of those surveyed said drug use was the biggest problem facing schools in 1985 second only to discipline.

The American people overwhelmingly support the effort to eliminate drug traffic and abuse. Of the top issues of public concern, "solving drug problems, limiting nuclear arms, reducing unemployment and slowing inflation," solving the drug problems rated first in a 1985 survey, according to USA Today.

Educators, parents, law enforcement officials and other community members are and should be concerned about the use and trafficking of drugs and alcohol in our schools. Alcohol and drug users often use the term "wasted" to indicate the state of being high or drunk. The term is more literal than figurative, as many parents and educators can attest after they've seen a bright, promising youngster deteriorate into a withdrawn, lethargic individual as a result of drug or alcohol use.

STUDENT ATTITUDES AND BELIEFS

A 1985 report from the National Institute on Drug Abuse (NIDA) includes the following information on high school seniors' attitudes and beliefs about drugs.

* A substantial majority of high school seniors perceive regular use of any of the illicit drugs as entailing "great risk" of harm for the user. Some 87 percent of the sample feel this way about heroin, while 84 percent associate great risk with using LSD, 79 percent to cocaine, 69 percent to barbiturates and 67 percent to amphetamines.

* Regular use of cigarettes (i.e., one or more packs a day) is judged by nearly two-thirds (64 percent) as entailing a great risk of harm for the user.

* Regular use of marijuana is judged to involve great risk by 67 percent of those surveyed.

* Very few think there is much risk in using marijuana experimentally (15 percent) or even occasionally (23 percent).

* Experimental use of the other illicit drugs, however, is still viewed as risky by many. The percentage associating great risk with experimental use ranges from about 25 percent for amphetamines and barbiturates to 50 percent for heroin.

* Despite the amount of negative publicity cocaine has received, only about a third (36 percent) see great risk involved in experimenting with it.

Regular use of alcohol was more explicitly defined in several questions in the survey. Few (23 percent) associate much risk of harm with having one or two drinks daily. Only four in every 10 (42 percent) think there is great risk involved in having five or more drinks once or twice each weekend.

Two-thirds (68 percent) of those surveyed think the user takes a great risk in consuming four or five drinks nearly everyday, but this means that about a third of the students do not view this pattern of regular heavy drinking as entailing great risk.

Students were also asked about the availability of different drugs. The report states that it seems reasonable to assume the "perceived" availability tracks actual availability to some extent. In general, the more widely used drugs are reported to be most readily available.

Marijuana appears to be almost universally available to high school seniors, with some 85 percent reporting they think it would be "very easy" or "fairly easy" for them to get -- that is about 30 percent more than the number who report ever having used it.

After marijuana, students indicate that the psychotherapeutic drugs are the most available to them. Amphetamines are seen as available by 68 percent; tranquilizers by 55 percent; and barbiturates by 52 percent. Less than half the seniors (45 percent) see cocaine as readily available.

A 1979 Philadelphia study comparing attitudes of parents and high school seniors found vast differences in the reasons given by the two groups for drug use by students.

The resulting report by Alfred S. Friedman and Yoav Santo stated that parents checked "to get away from things" as a reason for using drugs much more than the students did. "Possibly there is a tendency for parents to perceive drug use by young persons as a

manifestation of an irresponsible tendency of these young persons to escape from their life task and obligations," write Friedman and Santo in the Journal of Drug Education. Vol. 14 (1), 1984.

Parents also ranked the reason "their friends use it" higher than the students. As Friedman and Santo observe, "Many parents of children who get involved in drug use tend to blame the problem on their child's peers and friends, as a way of externalizing or denying responsibility for the occurrence of the problem. Many parents are at a loss to know how this problem could occur in their family."

While students said the number one reason for using drugs was "to get high," parents said it was "curiosity and desire to see for oneself what it is like."

According to the report, parents and students seem to differ the most on the issue of marijuana smoking -- 98.5 percent of parents disapprove of their own child's occasional use of marijuana, while 47.4 percent of high school seniors disapprove of occasional use by their peers.

DRUG LAWS AND SCHOOL RULES

While some schools identify alcohol and/or drug use, possession or sales as school rules violations requiring school-based sanctions, other schools strictly interpret such actions as criminal violations requiring law enforcement intervention.

By definition, drug and alcohol use by children is a criminal offense. Clearly educators are obliged to define and deal with drug and alcohol offenses consistent with state penal codes. School districts which fail to control or warn of drug traffic and abuse are subject to potential civil liability.

In his article "Addiction to Zenachlor -- Drug Issues from A to Z," Richard Pomazal points out that all drugs are strictly regulated or taxed or have varying penalties for violations. "Other than for revenues, the rationale for endorsed restrictions is to protect society or to protect the individual from him or herself," writes Pomazal in the Journal of Drug Education, Vol. 15 (1) 1985. The opiates, cocaine and the psychedelics (marijuana, LSD, mescaline, etc.) are illegal and regulated by the Federal Bureau of Narcotics. Alcohol and nicotine are legal and are regulated and taxed by the Federal Bureau of Alcohol, Tobacco and Firearms. The Federal Food and Drug Administration regulates barbiturates, tranquilizers, and amphetamines which are legal only if prescribed.

Each year the penalties for drug dealing have become more severe. This increased risk has led to higher prices for illegal drugs, which increases profits and often serves to motivate even more drug dealing, according to Pomazal.

"As with most pleasures, when we talk about drugs we're talking about money -- enormous amounts of money. Vast amounts of money are also usually associated with greed and power. The drug industry, both legal and illegal, is an incredibly lucrative and competitive business," writes Pomazal.

"Each year vast sums of money are involved in the growing, subsidizing, manufacturing, production, shipping, advertising and selling of legal drugs -- caffeine, alcohol, tobacco, prescriptions, etc. Coffee is the fourth largest commodity in the world trade following oil, wheat and copper. Further, billions of dollars are raised each year from the tax revenue on alcohol and tobacco products. Millions of dollars are also spent every year funding academic and private research projects on the effects of drugs, the development of new drug combinations and rehabilitation approaches. Concerning alcohol abuse alone, billions of dollars are lost each year due to decreased productivity, health and medical complications, and motor vehicle accidents."

Federal officials estimate U.S. citizens spend as much as $110 billion a year to buy illegal drugs, and the total is climbing by 10 percent or more annually.

"Considering the money spent on drug violations, each year billions of tax dollars are also spent on the criminal justice system. Some of the many salaried persons involved include numerous legislators to make the laws, police to enforce them, prosecuting attorneys to prosecute, defense lawyers to defend, juries to decide, judges to judge, jailers to jail, parole officers to supervise and counselors to counsel," says Pomazal.

STUDENT SEARCHES AND DRUG TESTING

The right and duty of school officials to enforce the law in schools and combat problems of drug abuse and trafficking on campuses has been addressed in major court decisions dealing with student searches.

In 1985, in T.L.O. v.New Jersey, the U.S. Supreme Court ruled that school officials have the authority to search students if there is reasonable cause for suspecting that a search will turn up evidence that laws or school rules are being violated.

The decision in T.L.O. upheld the 1980 search of a student's purse by an assistant principal at a New Jersey high school. The search was prompted after the student was found smoking in a school bathroom in violation of a school rule.

When she denied smoking, the official searched her purse and found a pack of cigarettes, rolling papers, a small quantity of marijuana, a pipe, empty plastic bags, a substantial amount of money and a list of students who owed her money. The evidence led to the student's conviction of delinquency.

The New Jersey Supreme Court reversed the conviction and ordered the evidence suppressed on grounds the search was illegal.

The U.S. Supreme Court, however, gave school officials the authority to search students without a court-ordered warrant. Splitting 6-3 in an opinion written by Justice Byron White, the high court said students' rights of privacy must be weighed against the responsibility of school officials to maintain discipline and preserve a proper educational environment.

Later in 1985, the California Supreme Court, in People v. William G., stressed the duty of school officials to respond to campus climate and school safety issues.

Although the court ruled that the school administrator's suspicion that William was tardy or truant from class provided no reasonable basis for conducting a search of any kind, it was noted that "teaching and learning cannot take place without the mental and physical well-being of the students."

Further, it was declared, since society mandates school attendance, it assumes a duty to protect students from dangers posed by anti-social activities -- whether their own or of other students -- and to provide them with an environment in which education is possible.

Another related issue that may eventually reach the Supreme Court is that of drug testing. The matter has been heard in a New Jersey Superior Court with Becton Regional High School losing its argument to require students to undergo an annual urinalysis to check for traces of drugs and alcohol.

Superior Court Judge Peter Ciolino ruled in December 1985 that the school's proposed drug testing policy is unconstitutional because it violates students' rights to privacy and due process and to be free of unreasonable search and seizure.

DRUG EPIDEMIC REACHES VERY YOUNG

While the debilitating drug plague has extended off the streets of urban America and into schools throughout the nation, it has spread from college and high school to even lower levels, affecting countless young children.

Before 1960, less than 1 percent of the population had tried an illicit drug and drug use was practically nonexistent in American high schools, says William Pollin, former director of the National Institute on Drug Abuse (NIDA). "By 1978, however, almost 68 percent of high school students had tried marijuana and almost 11 percent were using marijuana every day," says Pollin. "An equally frightening phenomenon was the drop in the age of first use to 12- and 13-year-old children."

Approximately 2.4 million youngsters, age 12-15, used marijuana at some time during their lives, according to a 1982 survey by the National Institute on Drug Abuse. It is estimated that 8.1 million 12- to 15-year-olds have experienced alcohol and about 6 million have smoked cigarettes at least once.

While drugs seem to have become a casual and often accepted part of growing up in America, it is important to remember that children are just that -- children. They are too young and vulnerable to handle the psychological, physical and social hazards involved.

Mood-altering drugs provide a quick and simple escape from the stresses that are a normal part of growing up. Youths who continually blot out pain, boredom or frustration never learn to cope with them. Teenagers who continually "get high" may grow up believing that getting high is the only way to enjoy anything. "Youngsters who do not experience and grow out of adolescence because of regular drug use stand a good chance of becoming chemically dependent adults," writes Marsha Manatt in the NIDA publication, Parents, Peers and Pot.

TOBACCO ABUSE

Although not illegal, tobacco is a drug and is used frequently by teenagers. By the time they are seniors in high school, about two-thirds (68 percent) of American students have smoked cigarettes at least once.

It may have started with taking that first puff of tobacco to look "cool" or to act "grown up" or because of peer pressure. The result is one in five high school seniors is a daily smoker with more than fifty percent going through at least half a pack of cigarettes daily.

"In the long run, smoking cigarettes will probably cut short the lives of more of this group of young Americans than will the use of all the other drugs combined," says Dr. Lloyd Johnston, University of Michigan social researcher.

Chewing tobacco, which has become increasingly popular among some youths, is not safe either. People who chew tobacco become as addicted to nicotine as smokers. Since chewing tobacco has been linked to oral cancer, health authorities are concerned that the production has increased by 50 percent in recent years, according to the American Cancer Society.

Despite all that is known about the health consequences of cigarette smoking, more than a third of high school seniors surveyed do not believe there is a great risk to cigarette smokers. A recent report found that more people worldwide will die as a result of diseases related to smoking and smokeless tobacco than any other preventable cause of death, including war and famine.

In spite of the health concerns associated with smoking, many high schools have established smoking areas for students. While proponents of such policies say it keeps smokers out of school bathrooms and in designated, supervised areas, opponents say allowing smoking areas serves to condone the use of tobacco by students.

ALCOHOL ABUSE

Unlike the relatively new problems of drug abuse, the havoc and distress of alcohol abuse are painfully familiar to many generations. However, many remember when drinking was seen as a rite of passage into young adulthood, but that has changed and children are now beginning to drink as an entry into adolescence.

A 1985 NIDA report shows the following:

* Approximately 93 percent of all high school seniors had used alcohol with 67 percent having used alcohol during the past month.

* The rate of occasional heavy drinking or party drinking rose from 37 percent in 1975 to 41 percent in 1979. It remained at this level through 1983. In 1984, a drop in party drinking was observed for the first time, with the rate falling to 39 percent. (Party drinking is defined as having consumed five or more drinks in a row on at least one occasion during the two weeks prior to the administration of the questionnaire.)

* About 1 in 20 high school seniors said they drank daily.

Approximately 56 percent of seniors surveyed had begun using alcohol before entering high school. Compared with previous students (prior to the class of 1978), more recent classes of high school seniors began using alcohol at earlier ages. About 10.4 percent reported taking their first drink in the sixth grade or earlier; 22.4 percent reported using alcohol in the seventh or eighth grade; and 23.6 percent during the ninth grade. The National PTA reports that more than 50 percent of high school seniors drink in cars and at least 25 percent drink and drive. The fact that drunk driving is the leading cause of death for young people 16 to 24 years of age is enough reason for all people to be concerned about alcohol use among our teenaged population. While 16- to 24-year-olds make up only 20 percent of all licensed drivers and travel just 20 percent of the total miles traveled by drivers of all ages, they cause 42 percent of all fatal alcohol-related accidents.

The distressingly high incidence of teen alcohol use and abuse has caused concern among students, parents, educators and law officers. Efforts to fight the problem around the country have come in the form of Students Against Driving Drunk (SADD) chapters, special school curriculums such as "Al Co Hol," "Friday

Nite Alive," "Arrive Alive" and "Here's Looking at You Two" and general awareness and education programs aimed at both the students and the community.

MARIJUANA ABUSE

Cannabis, better known as marijuana, continues to be the most widespread and frequently used illicit drug in the nation today.

The U.S. Drug Enforcement Administration estimates that some 20 million Americans use marijuana and 4 million use it on any given day. The federal agency estimates that 30 million pounds of marijuana were imported or grown in the U.S. in 1983. Some sources say marijuana is the largest cash crop in the United States.

By the time they are seniors in high school, more than half (54.2 percent) of America's students have tried marijuana. At least one in every 20 high school seniors is actively smoking marijuana on a daily basis.

A major concern about marijuana is its impact upon the motivational process, particularly upon youthful consumers of large amounts. Frequent marijuana use seems to increase passivity, loss of interest and social withdrawal in otherwise outgoing, active youngsters.

Early teen years are considered a difficult period as the adolescent must deal with problems of identity, separation from parental ties and changes that affect body and mind. While this phase is naturally confusing, a drug like marijuana can cause even more tumultuousness and disorganization.

Personality and behavioral changes of marijuana users may include apathy, lethargy, passivity and often paranoia. Younger users tend to lose interest in school, sports, clubs and other vigorous or engaging activities. They may frequently be fatigued, depressed and moody. Their lives seem to narrow in focus as they become more preoccupied with their world of drugs.

Studies show that marijuana actually interferes with thinking and memory. One of the most consistent effects of regular marijuana use is a decline in school performance.

Heart problems and lung diseases are among the health concerns associated with marijuana. Scientists believe that, like tobacco, marijuana will someday be shown to cause many diseases of the lungs, including cancer.

According to the U.S. Department of Health and Human Services, marijuana makes the heart beat up to 50 percent faster than the normal heartbeat. Since marijuana affects heart function, coordination and timing, it is almost certain to decrease performance

in a variety of sports such as basketball, baseball, football and soccer.

The chemical action of marijuana on the brain produces various changes in thought processes, such as impaired memory, difficulty in concentration and logical inconsistency in verbal communication.

Medical research in other areas raises more questions about the health hazards of marijuana, including the possibility of chromosome damage and second generation fertility problems.

RELATED PROBLEMS

Besides the obvious health and legal considerations, drug and alcohol abuse often leads to other problems including truancy, crime and violence. The Rand Corporation of California released a study in 1981 which documented drug use as a major cause of crime. The study indicates that 237 addicts committed 500,000 crimes during one 11-year period. In the rural community of Tipton, Indiana, law enforcement officials said that 100 percent of the adjudicated juvenile cases and 100 percent of the burglaries and thefts in 1978 involved people caught up in alcohol or drug abuse.

In the April 1983 issue of Alcohol and Drug Report, Michelle Magri writes: "Generally, juveniles who drink are also involved in more delinquent activities, such as trouble with school, the police, shoplifting and fighting. Several studies have demonstrated a relationship between adolescent alcohol (and drug) use and juvenile delinquency ranging from 84-90 percent."

Drug use is seen by some as a root cause of many of the problems in public education systems. Former Kentucky Governor Julian Carroll says drug use in Kentucky high schools is directly linked to the state's high dropout rate. A Bowling Green, Kentucky, newspaper quoted Carroll saying that dropouts make up 99 percent of the state's "welfare fathers," 90 percent of its "welfare mothers" and 80 percent of its prison population.

A national forum sponsored by the National Conference of Juvenile and Family Court Judges in 1985 featured one of the first efforts in the nation to collaboratively discuss the relationship between drug use and truancy. A panel of experts from the research and educational communities, discussed th links between the two problems, concluding that a great deal more collaboration on this topic is needed.

Another cause for concern is AIDS, the fatal disease linked with sex and intravenous drug use.

With drugs being the root of a lot of evil, it is vital that drug use be driven out of our schools. First Lady Nancy Reagan says, "Increased drug use among school-aged children has brought a

degree of disorder and violent behavior into some of our classrooms and as a result is impeding the learning process. We owe it to our children to provide them a drug-free environment where learning can flourish."

THE WAR AGAINST DRUGS

President Reagan and the First Lady head an army of federal, state and local officials trying to help America win the war against drugs. Reagan stated that while the nation's young people continue to abuse drugs and alcohol, "the costs are measured in lost lives, troubled families and forsaken dreams."

"Our goal is clear," says President Reagan. "We intend to conquer drug abuse and ensure a safe and productive future for our children and our nation. The federal government is committed to doing all in its power to stop drug abuse and drug trafficking, but the ultimate victory will be determined by Americans working within their home, workplace and community."

The world of drugs and drinking has often been glamorized in movies, music and television, spurring impressionable youths to move into the fast lane of life with no thought of the dead-end that awaits them. Many times it is peer pressure that pushes adolescents into involvement with drugs and alcohol. Stress, failure to achieve and other personal problems may also contribute to a student's decision to turn to mind-altering substances.

Many drug prevention programs emphasize self-esteem. These programs are designed to address the underlying problems that may cause drug abuse. Such programs are usually aimed at adolescents between the ages of 11 and 15, when they are most likely to suffer from low self-esteem and negative peer pressure.

Before attempting to solve illegal drug abuse and trafficking problems, it is important to ascertain the extent of such problems within a particular school or district.

Some administrators keep track of illegal drug abuse and trafficking through the use of formal incident reports or through a combined process of formal and informal knowledge about drug and alcohol use, possession and sales incidents that occur on campuses. Joint efforts with law enforcement agencies is essential.

Other administrators conduct a survey among a random sample of the student population to determine the types of problems most prevalent on a particular school campus.

Once educators understand the dimensions of an emerging or actual drug abuse problem, they should work with community groups and law enforcement to identify, develop and help implement the best strategy involving the proper mix of apprehension, prevention, intervention, education, counseling and student and public awareness.

DRUG ABUSE PREVENTION STRATEGIES

The most effective strategies to decrease drug abuse and trafficking among American students are comprehensive, linking the school, home, community, law enforcement units and health services.

Educators should keep in mind that implementing any drug prevention effort that attempts to comprehensively deal with the problem requires resource allocation for teacher preparation, purchase of materials, assignment of significant classroom time and development of a collaboration program involving the public and youth-service professionals. Without such a commitment, the prevention strategies that follow will have only limited success:

1. Information and education projects
   Several different informational approaches that feature facts and consequences can be used, such as:

   * A comprehensive curriculum combining basic drug education and behavioral guidance that is a required segment of a required course taught by specially trained teachers using specially prepared materials.

   * Informal or formal talks or speeches to health, government or physical education classes about the hazards of drug and alcohol consumption and abuse.

   * A comprehensive curriculum designed to improve self-esteem and decision-making skills collaboratively taught by a teacher and a parent, community volunteer, older student and/or law enforcer.

   * A "Saying No" curriculum that stresses the importance of resisting peer pressure to use drugs and alcohol collaboratively taught by a teacher and a counselor, health educator or community volunteer.

2. Clear and consistent school policies
   Clear and firm school policies should prohibit use, possession and sale of any illegal substance. Policies must be regularly and carefully communicated to students, faculty, staff, parents and community members. Succesful policies are usually those that:

   - include full community, student and law enforcement participation in their development and implementation;

   - include adequate, often long-term, commitment to the preparation and implementation of policies;

   - emphasize the school's role in drug abuse prevention and law enforcement;

- clarify that substance use and possession are illegal activities that require law enforcement intervention;

- apply to all school personnel and students;

- involve training and technical assistance for developing comprehensive school-based programs;

- create cooperation with community substance abuse programs to develop and implement school-based programs, as well as referral services;

- provide a sense of ownership and pride by the school and community;

- include provisions for multi-cultural factors and issues;

- include alternative consequences for drug-related problems and offenses (i.e., in-house suspension, Saturday school, alternative schools); and

- include strong district and school administrative, as well as educator and community support.

3. School-community relations

Public relations strategies and tactics aimed at students and the community can promote health, personal safety and discourage drug and alcohol use. School PTAs, service clubs, senior centers, youth groups and religious councils should be considered when developing support networks. Community involvement is very important. Consider recruiting parents and non-parents to chaperone on and off-campus school functions. This could serve to discourage drug and alcohol use at all school and community-related functions. Community members can also be directly involved in the areas of counseling, job placement and as guest speakers. Parent and community newsletters with information regarding the signs and symptoms of drug and alcohol abuse can be circulated to promote awareness and solicit volunteers for prevention programs.

4. "Contract for Life" agreements

Agreements are distributed by Students Against Driving Drunk (SADD) for both teenagers and parents. The following is a sample agreement suggested by the national SADD organization:

For teenagers: "I agree to call you for advice and/or transportation at any hour, from any place, if I am ever in a situation where I have had too much to drink or a friend or date who is driving me has had too much to drink." (Signed and dated.)

For parents: "I agree to come and get you at any hour, any place, no questions asked, and no argument at that time, or I

will pay for a taxi to bring you home safely. I would expect that we will discuss this issue at a later time. I also agree to seek safe, sober transportation home if I am ever in a situation where I have had too much to drink or a friend who is driving me has too much to drink." (Signed and dated.)

5. SADD (Students Against Driving Drunk) chapters
   Formation of a local chapter can involve students in the fight against the problem of drunk drivers. The national organization can be contacted for assistance: SADD, Post Office Box 800, Marlboro, Massachusetts 01752.

6. Coach/athlete programs
   Coaches can work with athletes to discourage drug and alcohol use. Information on specific coach-initiated programs can be obtained from the Drug Enforcement Administration (DEA), DEA/National High School Coaches Association Initiative, Public Affairs Staff, 1405 I Street, NW., Washington, D.C. 20537.

7. Law enforcement participation
   Classroom presentations by law enforcement can be made on drug and alcohol information, decision-making, peer pressure resistance, positive lifestyles and alternatives to drug and alcohol use.

8. Drug-free school functions
   Activities may be planned that offer alternatives to traditional high school parties and proms where drugs and alcohol are consumed. Help in organizing such an effort may be obtained by contacting Project Graduation, Carol Giannini, Substance Abuse Coordinator, Division of Children and Youth, 101 Monroe Street, Rockville, Maryland 20850.

DRUG ABUSE INTERVENTION STRATEGIES

Once a drug or alcohol problem is identified, administrators and community members have a variety of intervention strategies they may use, including the following:

1. Family-oriented programs
   Conducted by educators and community members, such programs are designed to improve family relationships and involve parents constructively in the nurturing of their children, as well as in specific activities aimed at preventing substance abuse.

2. Parent support groups
   Conducted by educators and community members for parents of substance-abusing students, educators involved in such efforts can assist parents in not feeling ostracized or powerless to influence their child's life while on the school grounds. Educators can encourage parents to join community support

groups like Toughlove, Families Anonymous or Alcoholics Anonymous for additional help.

3. Ongoing school involvement with community resources
   Schools should be in ongoing contact with alternative programs that treat substance abusing youth so reliable referral sources are always available.

4. Educator involvement with parent groups
   These groups are designed to prevent substance abuse, improve family life and decision making, and breed self-esteem.

5. School board policies
   If necessary, policies may be established to require students suspected of using drugs and alcohol and/or students attending school-sponsored after-hour functions to take breath or urine tests.

DRUG AND ALCOHOL PREVENTION PROGRAMS

The National School Safety Center has identified the following programs to address and prevent alcohol and drug abuse problems among students.

Project 714
Hixson High School
5705 Middle Valley Road
Hixson, Tennessee 37343
(615) 842-4141

Contact: Tom McCullough, Principal

Project 714 Incorporated is the sponsoring agency of a multi-faceted chemical awareness campaign. This project, adopted by several high schools, increases teacher awareness of drugs and coordinates the activities of six campus care groups working to combat chemical use.

The six groups are: 1) a core group of instructors and administrators who oversee the chemical awareness program; 2) the SSS (Students Staying Straight), which encourages peer pressure to support chemical non-use; 3) the Chemical Awareness Group teaches a nine-session course to students caught using or possessing drugs; 4) an intervention group which assists students concerned with their own drug problems and seeking support; 5) Concerned Persons is a group for students concerned about someone close to them with a substance abuse problem; 6) another group teaches parents to be more aware of substance abuse and encourages them to participate in other campus chemical awareness activities.

SCIP (School Community Intervention Program)

East Junior-Senior High School
1000 South 70th Street
Lincoln, Nebraska 68510
(402) 489-7121

Contact : Willam Moss, Principal

SCIP is a community-based project using an intervention team to assist students with abuse problems. Team members are trained to identify potential and active drug abusing students and make referrals to appropriate community agencies for evaluation. Students returning to school after undergoing treatment attend on-campus weekly support groups to further ease the transition.

SUDDS (Students Understand Drinking/Drugging Students)

Redmond High School
17272 Northeast 104th
Redmond, Washington, 98052
(206) 881-4330

Contact: Pat Robbins, Assistant Principal or Pat Carpenter, Instructor

SUDDS is an affiliate of the Washington Teen Institute on Alcoholism and strives to promote student activities which create a "natural high" and which encourages peer pressure to say "no" to drug abuse. Redmond High School offers an elective SUDDS class, in which students meet daily to develop and participate in activities addressing substance abuse.

Project DARE (Drug Abuse Resistance Education)

Los Angeles Police Department
Juvenile Division -- DARE
150 North Los Angeles Street
Los Angeles, California 90012
(213) 485-1087

Contact: Lt. Rodger Coombs, DARE Project Director

Project DARE is a cooperative effort between the Los Angeles Police Department and the Los Angeles Unified School District aimed to equip youth with the skills to resist peer pressure to experiment with and use harmful drugs.

The program, aimed primarily to fifth-, sixthand seventh-grade students, has 18 Los Angeles Police Department officers assigned full-time to a classroom beat. School district health specialists write the curriculum and train the officers to present the special

lessons which focus on: alcohol and drug information; decision-making skills; resisting peer pressure; and alternatives to drug use.

In conjunction with the junior high program, school counselors provide early intervention counseling to those students with a potential drug or alcohol problem.

"Taking Charge" Program

Mesa Public School District
549 Stapling Drive
Mesa, Arizona 85203
(602) 898-7938

Contact: Byron McKenna, Director of Guidance Services

School officials designed the "Taking Charge" program to keep students in school while dealing with drug problems. Students caught possessing, using, buying or selling drugs on campus may now enroll in the program as an alternative to a semester suspension.

Program participants must promise not to use or possess drugs and must attend weekly counseling sessions. Sessions include individual and group activities aimed at helping students boost self-esteem, learn factual medical information on the effects of drugs and explore possible underlying causes for their drug use.

ADDITIONAL RESOURCE INFORMATION

Educators, community members, parents and law enforcers have many available resources from which to choose when tackling the problem of drug and alcohol abuse. The following examples, while not comprehensive, provide a representative sampling of drug and alcohol abuse prevention and information resources which may be helpful.

1. Adolescent Peer Pressure - Theory, Correlates and Program Implications for Drug Abuse Prevention. U.S. Department of Health and Human Services 1981.

2. Alcohol and Health, - Fifth Special Report to the U.S. Congress from the Secretary of Health and Human Services. December 1983.

3. Friedman, Alfred S. and Santo, Yoav "A Comparison of Attitudes of Parents and High School Senior Students Regarding Cigarette, Alcohol and Drug Use," Journal of Drug Education Vol. 14, No. 1 1984 Baywood Publishing Co., Inc.

4. Johnston, Lloyd; O'Malley, Patrick; and Bachman, Jerald Use of Licit and Illicit Drugs by America's High School Students 1975-1984 National Institute on Drug Abuse 1985.

5. Marijuana And Youth - Clinical Observations on Motivation and Learning. National Institute on Drug Abuse 1982.

6. Miller, Judith D. and Cisin, Ira H. Highlights from the National Survey on Drug Abuse: 1983.

7. Parents, Peers And Pot by Marsha Manatt for the National Institute on Drug Abuse 1979.

8. Parents, Peers and Pot II, Parents in Action by Marsha Manatt for the National Institute on Drug Abuse 1983.

9. Pomazal, Richard J. "Addiction to Zenachlor - Drug Issues from A to Z" Journal of Drug Education, Vol. 15, No. 1 1985. Baywood Publishing Co., Inc.

10. Preventing Adolescent Drug Abuse: Intervention Strategies National Institute on Drug Abuse Research Monograph 47 1983.

TOLL FREE HELP LINES

Cocaine
(Trained counselors and therapists offer advice to cocaine users and their friends and families.)
800/COCAINE

National Health Clearinghouse
800/336-4797

National Institute on Drug Abuse
800/638-2045

NATIONAL ORGANIZATIONS AND CONTACTS

Following is a list of organizations and contacts that offer information and assistance with drug and alcohol projects.

Alateen, Al-Anon Family Group
Headquarters, Inc.
Post Office Box 182
Madison Square Station
New York, New York 10159
212/ 481-6565

Alcohol and Drug Abuse Education
Program (ADAEP)
U.S. Department of Education
Washington, D.C. 20202-4101
202/472-7960

Alcoholics Anonymous
General Service Office
Post Office Box 459
Grand Central Station
New York, New York 10163
212/686-1100

American Automobile Association (AAA)
Traffic Safety Department
Falls Church, Virginia 22047
703/222-5000

Families Anonymous, Inc.
Post Office Box 344
Torrance, California 90501
213/320-1570

Families in Action
Suite 300
3845 North Druid Hills Road
Decatur, Georgia 30033
404/325-5799

H.E.L.P. of America
2460 Lemoine Avenue
Fort Lee, New Jersey 07624
800/631-1596

International Narcotics Officers
Association, Inc.
112 State Street, Suite 1310
Albany, New York 12207
518/463-6232

National Clearinghouse for
Alcohol Information
Post Office Box 2345
Rockville, Maryland 20852
301/468-2600

National Clearinghouse for
Drug Information
Post Office Box 416
Kensington, Maryland 20795
800/638-2045 (National)
800/492-2948 (Maryland)

National Federation of Parents
for Drug-Free Youth
1820 Franwell Avenue, Suite 16
Silver Springs, Maryland 20902
800/554-KIDS

National Institute on Drug Abuse (NIDA)
Prevention Branch
Parklawn Building
5600 Fishers Lane
Rockville, Maryland 20857
301/443-4577

National PTA
Alcohol Education Publications
700 North Rush Street
Chicago, Illinois 60611
312/787-0977

Parent Resources Institute for
Drug Education (PRIDE)
Georgia State University
University Plaza
Atlanta, Georgia 30303
800/241-9746

PYRAMID Project
Pacific Institute for Research
and Evaluation
7101 Wisconsin Avenue
Bethesda, Maryland 20014
800/227-0438

Students Against Driving Drunk (SADD)
Post Office Box 800
Marlboro, Massachusetts 01752
617/481-3568